

Montgomery College's commitment to student success by using innovation is evident through the many faculty- and administrator-led initiatives designed to improve educational effectiveness and better serve our students. The English Language for Academic Purposes (ELAP) redesign is an example of how value-added assessment has been the basis of pedagogical and curricular changes that are being implemented to foster student success. The ELAP program is intended for students who are non-native speakers of English who require additional preparation in American academic English language skills before they are ready to enroll in most credit-level courses at the College. ELAP, which was previously known as the American English Language Program (AELP), originally consisted of nine courses across three content areas (writing, reading, and oral communication). The AELP course sequence required as many as four semesters for students to complete and did not result in college credits earned towards a degree. The program was revised with the goal of reducing the time to completion and cost to students. The revised program embraces innovative scheduling, including accelerated, online, and hybrid courses; modular and self-paced learning units; and the integration of adaptive learning technologies for self-paced, individualized learning. The redesigned ELAP program features co-enrollment in credit-level courses as a method of increasing student success and reducing time to degree. The discipline reviewed 12 years of student success data from advanced-level AELP students who enrolled in credit-level math classes and compared it with that of non-AELP students. The data shows, in general, that the GPA and the percentage of A, B, or C grades in math classes were higher for students who were concurrently enrolled in AELW 940 – American English Language IV - than for those students who were not; moreover, the attrition rate for students in AELP courses was lower than that of the general population [link to chart]. As a result, the math and AELP (which became ELAP) disciplines collaborated on a two-year co-enrollment pilot that confirmed the results of the initial data. After the pilot, the math discipline made these assessment level changes permanent for all college-level math courses. In addition, these trends in student outcomes generally held when the performance of AELW 940 students was compared to that of non-AELP students in other high-enrollment classes in other disciplines (accounting, biology, psychology, etc.) [link to chart]. As a result, the discipline has initiated a co-enrollment pilot in which ELAP students can complete courses such as BIOL 101- General Biology, CHEM 109 – Chemistry and Society, CHEM 131 – Principles of Chemistry I, CMAP 120 – Introduction to Computer Applications, PSYC 102 – General Psychology, and ENES 100 – Introduction to Engineering Design. The efforts of the ELAP discipline have increased educational effectiveness at Montgomery College by developing new strategies, which are backed up by assessment data and support students on their path to a degree.

The math discipline has similarly incorporated innovative approaches to curriculum and course design to increase educational effectiveness and better serve all students, with a focus on increasing the pace at which students complete developmental mathematics courses. By utilizing outcome data to identify barriers to mathematics matriculation, such as the time to degree, the financial cost of precredit developmental courses, and the failure of many students to enroll in the next course after successfully completing the prerequisite, the discipline redesigned the required developmental math course sequence, reducing it from three required classes) to two. Faculty incorporated new tools, such as videos that students could view repeatedly during the course to support their learning, as well as laboratory time for individualized assistance to support student success. Math faculty found that these data-driven curricular decisions yielded positive results: whereas there was a 47 percent pass rate for students who took college-level

math after developmental prior to the redesign, there was a 59 percent pass rate following the redesign. Finally, discipline faculty made changes to placement policies to identify students who may have been incorrectly placed by the Accuplacer exam. By considering students' high school transcripts in addition to their Accuplacer score, faculty identified students who should have been placed into college-level math. Assessment data reveals that this practice has been successful: 19 students were invited to take part in the math pilot during spring 2015, and 18 received passing grades in college-level math; 49 students took part during fall 2015, and their pass rate of 70 percent was equal to that of their peers who had progressed through development math. Innovative placement and pedagogical strategies in the discipline serve students by reducing cost and time to degree, and improve student morale by ensuring appropriate placement and progression.

The efforts of the ELAP and math programs are echoed by the English discipline. English faculty have saved students time and money by reducing the developmental English and reading sequence from four classes to two integrated writing and reading classes. As referenced in Standards III and IV, the discipline also created a Program for Advancement to College English (PACE) for students who placed into developmental English but not developmental reading. These students were allowed to enroll in college-level English classes due to their advanced reading skills, but were given additional support, such as reduced class size and 15 hours with a tutor in the classroom. These strategies have increased student success: PACE moves students expeditiously through their coursework and has high retention rates: 65 percent of students enrolled in PACE during its first semester were attending the College three semesters later. PACE students are moving on to college-level ENGL 102/3 in high numbers and passing ENGL 102/3 at a high rate (71 percent) (PACE Data). English has also incorporated a transcript review, similar to that conducted in the math program, as part of student assessment to more accurately place students in English courses and reduce time and cost to students. Beginning fall of 2015, students who had placed into developmental English but had an A or B in a high school course such as honors or AP English or modern world history were able to enroll in college-level English. Of the 97 students in the pilot program, 86 percent earned an A, B, or C in the college-level English class in which they were enrolled, a higher rate than that of general English 101A (74 percent).